

**Examen d'entrée en seconde générale
ou professionnelle**

Épreuve d'anglais

L'usage du dictionnaire ainsi que de la calculatrice est interdit.

Les pages numérotées de 1/5 à 5/5 constituent le sujet.

Le candidat répond directement sur la feuille du sujet, sur les lignes pointillées.

Session de mai 2018

Durée : 45 minutes

Should we cut our ties to school uniforms?

After a rigorous headteacher sent 80 pupils home for uniform violations this week, we asked parents, pupils and professionals if the right clothes really make a difference

1 *David Hershman, 18, is a student at Stafford grammar school*

I think school uniform is very important – in my opinion, it did aid my concentration, because it reminds you that you're at school to learn. For some reason, when I was in my early years of high school, I didn't feel as though I could concentrate as well if I didn't have school uniform on – but I'm not sure if that's
5 because I am so used to wearing uniform and I associated my own clothes with free time and not being at school. It's quite useful on trips to identify members of the school and stop them getting lost, too. I also think it's a great tool to prevent bullying. If everyone is wearing the same clothes, it's impossible to mock each other's clothing, as is the case sometimes on days where you're allowed to wear your own clothes. I don't think this should repress a child's need to express themselves, though. Uniform rules
10 can be taken too far: I was once told I would get a detention for every day I turned up to school with my grey bag instead of a black one.

Tim Francis is director of the Dyslexia Centre in London

Uniform has to be seen as something that is earned. I think pupils should start school with no uniform, and as they progress through the school they should start wearing it. I always think children need to be
15 proud of their school, and uniform is important for that. So, make them earn it! If they let the school down, they shouldn't be *allowed* to wear it. Look at the marines and SAS – they can't wait to get that beret.[...]

Joanna Moorhead is a journalist and mother of four

[...] Learning to fit in is one of the things being at school teaches our children. One of my daughters
20 wore only trousers for five years, but her school uniform was a skirt, so she had to fit in and wear one. It seemed unfair and tough at the time; in the end, it didn't do her any harm at all – in fact, it taught her an important lesson. From my point of view, with times when I've had four daughters in as many as three different schools, uniforms spell simplicity, and help put order into the school day [...] And, overall, I think it's cheaper: uniforms are hard-wearing clothes, and they're put through the mill. [...]

25 *Enayah Byramjee taught English at secondary schools. She is now educational development director at Debate Mate*

I have had 10 years' teaching experience in inner-city secondary schools, [...]. I have had experience
teaching in both uniform and non-uniform schools, and I can definitely see the benefits of pupils wearing uniform. A uniform can be vital in creating a sense of school identity and community, and I feel it is often
30 a source of collective pride for students. However, if a school relies heavily on uniform regulation to improve behaviour and raise aspirations, then it can push out other more positive forms of behaviour management and become counterproductive. In my current role at Debate Mate, an organisation that organises after-school debates, I've seen thousands of students all over the country, both in uniform and not, and I think that what actually distinguishes students is not what they're wearing, but how they
35 interact and engage with each other. I believe teaching students how to express themselves with confidence should be the priority, rather than the length of their tie or the shine on their shoes.

Abridged from <https://www.theguardian.com/education/2016/sep/10/should-we-cut-our-ties-to-school-uniforms>

- Joanna Moorhead thinks uniforms are cheaper because:
 - they cost less than other clothes
 - they are more resistant than other clothes

.....

- Give two passages from the text expressing the potential negative impacts of uniforms. /2 (B1)

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- What is more important than the respect of uniform rules according to Enayah Biramjee? /1 (B1)

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WRITING : / 20

The current French Ministry of Education is thinking of making French students wear uniforms too. React to this idea. Say why you think it is either adapted or not to our school system.

EXPRESSION ECRITE GENERALE		
A1	A2	B1
L'élève peut écrire des expressions et phrases simples isolées.	L'élève peut écrire une série d'expressions et de phrases simples reliées par des connecteurs simples tels que « et », « mais » et « parce que ».	L'élève peut écrire des textes articulés simplement sur une gamme de sujets variés dans son domaine en liant une série d'éléments discrets en une séquence linéaire.

	A1	A2	B1
Réalisation générale de la tâche	Peut écrire quelques informations personnelles telles qu'elles apparaîtraient sur un formulaire par exemple (1pt)	Peut écrire une note ou un message simple et bref concernant des nécessités immédiates (2pts)	Peut laisser une note pour transmettre une information simple et immédiatement pertinente, en communiquant de manière compréhensible les points qui lui semblent importants (4pts)
Respect de la consigne/ Contenu	Production sans lien direct avec la consigne (lieu, forme, destinataire) (1pt)	Production sans lien direct avec la consigne (lieu, forme, destinataire) (1pt)	Intègre bien les contraintes formelles et le contexte de communication (3pts)
Étendue lexicale	Choix élémentaire d'expressions simples pour les informations sur soi et les besoins de type courant (1pt)	Répertoire d'expressions mémorisées lui permettant de communiquer sa pensée dans des situations prévisibles (2pts)	Gamme assez étendue pour exprimer sa pensée sur des sujets abstraits ou culturels en rapport avec ses centres d'intérêt (4pts)
Correction grammaticale	A un contrôle limité des structures et de la morphosyntaxe (1pt)	Utilise des structures simples correctement mais commet encore des erreurs élémentaires (2pts)	Utilise de façon assez exacte un répertoire de structures et schémas fréquents (3pts)
Orthographe	Erreurs aussi bien lexicales que grammaticales (1pt)	Des erreurs mais surtout grammaticales (accords...) (2pts)	Peu ou pas d'erreurs (3pts)
Compétence discursive	Expressions et phrases simples isolées. La ponctuation peut être absente ou inadaptée (1pt)	Texte s'appuyant sur des connecteurs simples et dont la ponctuation est globalement maîtrisée (2pts)	Texte cohérent dont la cohésion est assurée par des connecteurs logiques et une ponctuation adaptée (3pts)

